

**\*\*STAPLE THESE DIRECTIONS TO THE INSIDE SLEEVE OF YOUR NOTEBOOK**

After today's lesson, take at least ten minutes to make notes on what you have learned. When reading *The Things They Carried*, make note of the characters mentioned or physical objects that the author pays special attention to.

When watching film scenes, make note of dialogue, colors, objects, and camera angles the director uses to convey motifs.

Poetry is subjective. Write how the poetry made you feel, how objects were used, and what words the author may have emphasized.

This is your personal journal. Words do not need to be your sole expression for each entry. You can write poetry, draw a picture, or create a dialogue. For the most part, I will only ask to see that you have completed the daily entries. However, each week you will take one entry and revise it grammatically and turn it in for peer review.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 1

Lesson Title: Intro to Text  
Unit: War

1. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

2. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

### 3. Materials:

- War Anticipation Guide
- Introduction to Text: *The things they Carried*
- Journal

### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

### 4. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass out anticipation guides for students to complete. (5 minutes)
- Have students discuss their findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10 minutes)

- Have a student lead discussion with the entire class. Giving each group ample time to state their arguments. Encourage the discussion to go deeper by asking probing questions. (10-15 minutes)
  - I. Ask students why he/she feels a certain way about a topic.
  - II. Ask them “what if...” questions to get them thinking.
  - III. Ask a student to argue for a side they feel opposed to.
- Introduce the text *The things they Carried*. Read pages 1-25 aloud with volunteers. Students may opt for a few minutes of silent reading. (15 minutes)
- Introduce journal requirements and allow time for students to write in their journal. (10 minutes)

#### 5. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Anticipation guides will be added to student journals.

#### 6. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's reading. They can further their knowledge on the topic by researching American wars. (esp. Vietnam).

Name \_\_\_\_\_ Date \_\_\_\_\_

Pre-Reading Exercise - Anticipation Guide  
War Unit

**Directions: Read each statement and reflect. Decide how much you agree or disagree with each. Use a 1 if you strongly disagree up to a 5 if you strongly agree.**

1-----2-----3-----4-----5  
strongly disagree      disagree      neutral      agree      strongly agree

1. \_\_\_\_\_ All is fair in love and war.
2. \_\_\_\_\_ People should be willing to die for their country.
3. \_\_\_\_\_ Blood is thicker than water.
4. \_\_\_\_\_ War is never justifiable.
5. \_\_\_\_\_ Real men have the courage to fight for what they believe in.
6. \_\_\_\_\_ It is more courageous to fight than to face the humiliation of running.
7. \_\_\_\_\_ He who lives a lie is not really living.
8. \_\_\_\_\_ One cannot be courageous and afraid at the same time.
9. \_\_\_\_\_ You should never tell a lie.
10. \_\_\_\_\_ An eye for an eye is justified.
11. \_\_\_\_\_ Fighting for one's country is one's duty as a citizen.
12. \_\_\_\_\_ In the end, people get what they deserve.
13. \_\_\_\_\_ Always obey the rules.
14. \_\_\_\_\_ If you try hard enough, you will succeed.
15. \_\_\_\_\_ You have to agree with the cause of a war before you can fight.
16. \_\_\_\_\_ Killing someone in war is not murder.
17. \_\_\_\_\_ Women have a rightful place to defend their country.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 2

Lesson Title: Intro to Film Analysis (*Full Metal Jacket*)  
Unit: War

7. Objectives: Students will...

- Make connections between ideas in the text, film, and their own experiences.
- Make inferences about the text and film. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.
- Discuss similarities/differences between text, poems, and video.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

8. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- LA.1112.6.2.2 - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

## 9. Materials:

- *Full Metal Jacket* You Tube clip
- Scene Analysis Framework worksheet
- *The Things They Carried* text
- Journal

## ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

10. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass out Scene Analysis Framework worksheet and discuss film analysis. (10-15 minutes)
- Watch Scenes from *Full Metal Jacket*. (5-10 minutes)
- Have students discuss their scene analysis findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10 minutes)
- Have a student lead discussion with the entire class. Giving each group ample time to state their arguments. Encourage the discussion to go deeper by asking probing questions. (10-15 minutes)
  - IV. Ask students why he/she feels a certain way about a topic.
  - V. Ask them “what if...” questions to get them thinking.
  - VI. Ask a student to argue for a side they feel opposed.
- If time is allotted, have students read pages 26-40 in *The Things They Carried* text. If no time is available, have students finish through page 40 for homework.
- If time is allotted, have students respond in their journals. Paying special attention to comparing the text with the film selection. If no time is available, have students finish their journal entries for homework.

11. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Collect scene analysis worksheets.

12. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's reading. They can further their knowledge on the topic by researching American wars. Encourage students to explore films that look at American wars (esp. Vietnam).



## **SCENE ANALYSIS FRAMEWORK**

The following framework has been designed to help you analyze the film *Full Metal Jacket*. After you watch the movie segments, try to answer the following questions:

### **Setting**

- Is the setting authentic or constructed? Support your answers.
- When and where does the scene take place?
- How does the director use color in the scene? Are there any colors that stand out? Support your answer.

### **Camera**

- Where is the camera in the scene? Is it moving or fixed?
- What is the effect created by moving or positioning the camera in this way?

### **Objectives**

- Describe what elements you observe in this scene.
- Are all the elements treated in the same way, i.e., does the camera focus more on some elements than on others? Why?
- What emotion does the combination of all the elements in the scene evoke?

**Characters**

- What characters are involved in the scene?
- What are the connotative and denotative meanings of their dialogue?
- Briefly describe their function in the scene.

**Mood**

- What is the general mood of the scene?
- How do color, camera angles, and movement contribute to this mood?
- What emotions does the director want to convey? In your opinion, is he successful?
- How does the music help convey the mood?

**Conclusion**

- Based on your opinion of what the scene is attempting to convey, would you eliminate any elements from this scene? Why?

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 3

Lesson Title: Film Analysis: *Forrest Gump*  
Unit: War

13. Objectives: Students will...

- Make connections between ideas in the text, film, and their own experiences.
- Make inferences about the text and film. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.
- Discuss similarities/differences between text, poems, and film.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

14. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- LA.1112.6.2.2 - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

15. Materials:

- *Forrest Gump* You Tube clip
- Scene Analysis Framework worksheet
- *The Things They Carried* text
- Anticipation Guide: "On the Rainy River"
- Journal

ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)

- Pictures

#### 16. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass out Scene Analysis Framework worksheet. Watch Scenes from *Full Metal Jacket*. (5-10 minutes)
- Have students discuss their scene analysis findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10 minutes)
- Have a student lead discussion with the entire class. Giving each group ample time to state their arguments. Encourage the discussion to go deeper by asking probing questions. (10-15 minutes)
  - VII. Ask students why he/she feels a certain way about a topic.
  - VIII. Ask them “what if...” questions to get them thinking.
  - IX. Ask a student to argue for a side they feel opposed.
- Hand out Anticipation Guide and Discuss: “On the Rainy River” page 41. (15 minutes)
- If time is allotted, have students read pages 41-63 in *The Things They Carried* text. If no time is available, have students finish through page 40 for homework.
- If time is allotted, have students respond in their journals. Paying special attention to comparing the text with the film selection. If no time is available, have students finish their journal entries for homework.

#### 17. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Collect scene analysis worksheets.

#### 18. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today’s reading. They can further their knowledge on the topic by researching American wars. Encourage students to explore films that look at American wars (esp. Vietnam).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

From “On the Rainy River”; for each of the following, indicate whether you agree or disagree with the narrator’s opinions:

Everyone has a “secret reservoir of courage” that he or she can tap into when necessary.

Agree

Disagree

It was my view then, and still is, that you don’t make war without knowing why.”

Agree

Disagree

“If you support a war, if you think it’s worth the price, that’s fine, but you have to put your own precious blood on the line. You have to head for the front and hook up with an infantry unit and help spill the blood. And you have to bring your wife, or your kids, or your lover.”

Agree

Disagree

**And the million dollar questions:**

You’re at the bow of a boat on the Rainy River. You’re twenty-one years old, you’re scared, and there’s a hard squeezing pressure in your chest. What would you do? Would you jump?”

“I was a coward. I went to the war.” Is he right?

## **SCENE ANALYSIS FRAMEWORK**

The following framework has been designed to help you analyze the film *Forrest Gump*. After you watch the movie segments, try to answer the following questions:

### **Setting**

- Is the setting authentic or constructed? Support your answers.
- When and where does the scene take place?
- How does the director use color in the scene? Are there any colors that stand out? Support your answer.

### **Camera**

- Where is the camera in the scene? Is it moving or fixed?
- What is the effect created by moving or positioning the camera in this way?

### **Objectives**

- Describe what elements you observe in this scene.
- Are all the elements treated in the same way, i.e., does the camera focus more on some elements than on others? Why?
- What emotion does the combination of all the elements in the scene evoke?



**Characters**

- What characters are involved in the scene?
- What are the connotative and denotative meanings of their dialogue?
- Briefly describe their function in the scene.

**Mood**

- What is the general mood of the scene?
- How do color, camera angles, and movement contribute to this mood?
- What emotions does the director want to convey? In your opinion, is he successful?
- How does the music help convey the mood?

**Conclusion**

- Based on your opinion of what the scene is attempting to convey, would you eliminate any elements from this scene? Why?

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 4

Lesson Title: Intro to War Poetry  
Unit: War

19. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Understand, through poetry, the significance of war in American and world history and in American lives.
- Create an interpretive meaning of the text.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

20. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.

- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.5 - analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
- LA.1112.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and

sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

- LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

#### 21. Materials:

- War Poetry Handouts
- Poetry Graphic Organizer
- You Tube Capability
- Journal

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 22. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Review previous days anticipation guide. Anticipation Guide: "On the Rainy River". Discuss points that might have been changed after reading the chapter. (10 Minutes)
- Begin with a discussion that explores the students' knowledge of American involvement in various wars. (10-15 minutes)
  - Ask if some of them have relatives or family friends who have served in a war and what effect war has had on that person or on his or her family.
  - You may ask them to go home and ask about the impact of war in their family histories.
- Once students have shared their stories, have them read and discuss some poems written by or about veterans. Start with the first three poems: "FACING IT" by Yusef Komunyakaa, "THE SENTENCE" by Anna Akhmatova, "LOSSES" by Randall Jarrell. (20 Minutes)
- Listen to the poems through You Tube.
- Pass out the Graphic Organizers and have students discuss their findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10-15 minutes)
- Class discussion of discoveries during group exercise. (10-15 minutes)
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 23. Assessment and Assessment Criteria:

- Collect Anticipation Guide: "On the Rainy River".

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Graphic Organizers will be collected during poetry assessment.

#### 24. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars and the effects of poetry as an outlet for personal beliefs (esp. Vietnam).

## FACING IT

by Yusef Komunyakaa (American, b. 1947)

My black face fades,  
hiding inside the black granite.  
I said I wouldn't,  
dammit: No tears.  
I'm stone. I'm flesh.  
My clouded reflection eyes me  
like a bird of prey, the profile of night  
slanted against morning. I turn  
this way — the stone lets me go.  
I turn that way — I'm inside  
the Vietnam Veterans Memorial  
again, depending on the light  
to make a difference.  
I go down the 58,022 names,  
half-expecting to find  
my own in letters like smoke.  
I touch the name Andrew Johnson;  
I see the booby trap's white flash.  
Names shimmer on a woman's blouse  
but when she walks away  
the names stay on the wall.  
Brushstrokes flash, a red bird's  
wings cutting across my stare.  
The sky. A plane in the sky.  
A white vet's image floats  
closer to me, then his pale eyes  
look through mine. I'm a window.  
He's lost his right arm  
inside the stone. In the black mirror  
a woman's trying to erase names:  
No, she's brushing a boy's hair.

Favorite Poem Video featuring "Facing It" by Yusef Komunyakaa

Read by Mike Lythgoe, Foundation Director, Washington DC

<http://www.youtube.com/watch?v=IaeNQC7PWK4>

Yusef Komunyakaa is a living African-American poet, who, in addition to his literary accolades (including the Pulitzer Prize) received the Bronze Star for his service in Vietnam. "Facing It" gives a moving account of a visit to the Vietnam War Memorial in Washington, DC. The reader, also a Vietnam veteran, recites the poem in front of the "sea of names" on the memorial wall. He says, "Until I found this poem, I couldn't face the wall."

## THE SENTENCE

by Anna Akhmatova (Russian, 1889-1966)

And the stone word fell  
On my still-living breast.  
Never mind, I was ready.  
I will manage somehow.

Today I have so much to do:  
I must kill memory once and for all,  
I must turn my soul to stone,  
I must learn to live again —

Unless . . . Summer's ardent rustling  
Is like a festival outside my window.  
For a long time I've foreseen this  
Brilliant day, deserted house.

Translated from the Russian by Judith Hemschemeyer

Favorite Poem Video featuring "The Sentence" by Anna Akhmatova  
Read by Nancy Nersessian, Professor of Cognitive Science, Atlanta, Georgia  
<http://www.youtube.com/watch?v=iTYgyIK0sAc>

The reader recalls her brother's early years and describes the way his life was changed irrevocably by his tour of duty in the Vietnam War. "The Sentence" is by the Russian poet Anna Akhmatova who wrote and worked assiduously throughout her life despite political and personal upheaval. Her ex-husband was killed after the 1917 Bolshevik Revolution, their son imprisoned after the World War II. For 15 years, her work was banned under Stalinist rule.

## LOSSES

by Randall Jarrell (American, 1914-1965)

It was not dying: everybody died.  
It was not dying: we had died before  
In the routine crashes — and our fields  
Called up the papers, wrote home to our folks,  
And the rates rose, all because of us.  
We died on the wrong page of the almanac,  
Scattered on mountains fifty miles away;  
Diving on haystacks, fighting with a friend,  
We blazed up on the lines we never saw.  
We died like aunts or pets or foreigners.  
(When we left high school nothing else had died  
For us to figure we had died like.)



In our new planes, with our new crews, we bombed  
The ranges by the desert or the shore,  
Fired at towed targets, waited for our scores —  
And turned into replacements and woke up  
One morning, over England, operational.  
It wasn't different: but if we died  
It was not an accident but a mistake  
(But an easy one for anyone to make).  
We read our mail and counted up our missions —  
In bombers named for girls, we burned  
The cities we had learned about in school —  
Till our lives wore out; our bodies lay among  
The people we had killed and never seen.  
When we lasted long enough they gave us medals;

When we died they said, "Our casualties were low."  
They said, "Here are the maps"; we burned the cities.

It was not dying — no, not ever dying;  
But the night I died I dreamed that I was dead,  
And the cities said to me: "Why are you dying?  
We are satisfied, if you are; but why did I die?"

#### DEATH OF THE BALL TURRET GUNNER by Randall Jarrell

From my mother's sleep I fell into the State,  
And I hunched in its belly till my wet fur froze.  
Six miles from earth, loosed from its dream of life,  
I woke to black flak and the nightmare fighters.  
When I died they washed me out of the turret with a hose.

In 1942, during the second world war, Randall Jarrell worked as a control tower operator for the army, an experience that provided much material for his poetry. Jarrell's reputation as a poet was established in 1945, while he was still serving in the army, with the publication of his second book, *Little Friend, Little Friend*, which bitterly and dramatically documents the intense fears and moral struggles of young soldiers.

#### DULCE ET DECORUM EST by Wilfred Owen (English, 1893-1918)

Bent double, like old beggars under sacks,  
Knock-kneed, coughing like hags, we cursed through sludge,  
Till on the haunting flares we turned our backs

And towards our distant rest began to trudge.  
Men marched asleep. Many had lost their boots  
But limped on, blood-shod. All went lame; all blind;  
Drunk with fatigue; deaf even to the hoots  
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys! — An ecstasy of fumbling,  
Fitting the clumsy helmets just in time;  
But someone still was yelling out and stumbling  
And flound'ring like a man in fire or lime . . .  
As under a green sea, I saw him drowning.  
In all my dreams, before my helpless sight,  
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs,  
Obscene as cancer, bitter as the cud  
Of vile, incurable sores on innocent tongues, —  
My friend, you would not tell with such high zest  
To children ardent for some desperate glory,  
The old Lie: Dulce et decorum est  
Pro patria mori.

Favorite Poem Video featuring "Dulce et Decorum Est" by Wilfred Owen  
Mary McWhorter, Accounting Manager, Stockton, California  
<http://www.youtube.com/watch?v=JMxeHgBE7ws>  
<http://www.youtube.com/watch?v=qVMFB7mHVaI>

The poet Wilfred Owen, a British soldier who fought in WWI, was killed in the war at the age of 25. In the poem, he describes a brutal gas attack. The title of the poem comes from an ode by the ancient Roman poet Horace. In the video, Mary McWhorter recalls hearing her teacher recite the poem to her 7th grade class. The horrible account, which many students laughed at, spoke to her about her father's experience as a veteran blinded in WWII.

From LYCIDAS  
by John Milton (English, 1608-1674)

Look homeward angel now, and melt with ruth:  
And, O ye dolphins, waft the hapless youth.  
Weep no more, woeful shepherds, weep no more,  
For Lycidas your sorrow is not dead,

Sunk though he be beneath the watery floor,  
So sinks the day-star in the ocean bed,  
And yet anon repairs his drooping head,  
And tricks his beams, and with new spangled ore,  
Flames in the forehead of the morning sky:  
So Lycidas sunk low, but mounted high,  
Through the dear night of him that walk'd the waves,  
Where, other groves and other streams along,  
With nectar pure his oozy locks he laves,  
And hears the unexpressive nuptial song,  
In the blest kingdoms meek of joy and love.  
There entertain him all the saints above,  
In solemn troops and sweet societies  
That sing, and singing in their glory move,  
And wipe the tears forever from his eyes.  
Now, Lycidas, the shepherds weep no more;  
Henceforth thou art the genius of the shore,  
In thy large recompense, and shalt be good  
To all that wander in that perilous flood.  
Thus sang the uncouth swain to th'oaks and rills,  
While the still morn went out with sandals gray;  
He touched the tender stops of various quills,  
With eager thought warbling his Doric lay:  
And now the sun had stretched out all the hills,  
And now was dropped into the western bay;  
At last he rose, and twitched his mantle blue:  
Tomorrow to fresh woods, and pastures new.

Favorite Poem Video featuring "Lycidas" by John Milton  
Read by Joan Thuebel, Chatham, New Jersey  
<http://www.youtube.com/watch?v=iSHmHFLd6s4>

Joan Thuebel reads from "Lycidas," English Renaissance poet John Milton's famous elegy for his friend Edward King who was "drowned in his passage from Chester on the Irish Seas." It had always surprised the reader that her father loved the poem until, after his death, she found a letter he'd written to his father from the battlefield of WWI that seemed to explain the connection.

DIRGE FOR TWO VETERANS  
by Walt Whitman (American, 1819-1892)

1

The last sunbeam  
Lightly falls from the finish'd Sabbath,  
On the pavement here — and there beyond, it is looking,

Down a new-made double grave.

2

Lo! the moon ascending!  
Up from the east, the silvery round moon;  
Beautiful over the house tops, ghastly phantom moon;  
Immense and silent moon.

3

I see a sad procession,  
And I hear the sound of coming full-key'd bugles;  
All the channels of the city streets they're flooding,  
As with voices and with tears.

4

I hear the great drums pounding,  
And the small drums steady whirring;  
And every blow of the great convulsive drums,  
Strikes me through and through.

5

For the son is brought with the father;  
(In the foremost ranks of the fierce assault they fell;  
Two veterans, son and father, dropt together,  
And the double grave awaits them).

6

Now nearer blow the bugles,  
And the drums strike more convulsive;  
And the day-light o'er the pavement quite has faded,  
And the strong dead-march enwraps me.

7

In the eastern sky up-buoying,  
The sorrowful vast phantom moves illumin'd  
('Tis some mother's large, transparent face,  
In heaven brighter growing.)

8

O strong dead-march, you please me!  
O moon immense, with your silvery face you soothe me!  
O my soldiers twain! O my veterans, passing to burial!  
What I have I also give you.

9

The moon gives you light,

And the bugles and the drums give you music;  
And my heart, O my soldiers, my veterans,  
My heart gives you love.

THE VETERAN'S VISION  
by Walt Whitman

While my wife at my side lies slumbering, and the wars are over long,  
And my head on the pillow rests at home, and the mystic midnight passes,  
And through the stillness, through the dark, I hear, just hear, the breath of my infant,  
There in the room, as I wake from sleep, this vision presses upon me:  
The engagement opens there and then, in my busy brain unreal;  
The skirmishers begin — they crawl cautiously ahead — I hear the irregular snap! snap!  
I hear the sounds of the different missiles — the short t-h-t! t-h-t! of the rifle balls;  
I see the shells exploding, leaving small white clouds — I hear the great shells shrieking as they  
pass;  
The grape, like the hum and whirr of wind through the trees, (quick, tumultuous, now the contest  
rages!)

All the scenes at the batteries themselves rise in detail before me again;  
The crashing and smoking — the pride of the men in their pieces;  
The chief gunner ranges and sights his piece, and selects a fuse of the right time;  
After firing, I see him lean aside, and look eagerly off to note the effect;  
— Elsewhere I hear the cry of a regiment charging — (the young colonel leads himself this time,  
with brandish'd sword;)

I see the gaps cut by the enemy's volleys, (quickly fill'd up — no delay);  
I breathe the suffocating smoke — then the flat clouds hover low, concealing all;  
Now a strange lull comes for a few seconds, not a shot fired on either side;  
Then resumed, the chaos louder than ever, with eager calls, and orders of officers;  
While from some distant part of the field the wind wafts to my ears a shout of applause, (some  
special success);

And ever the sound of the cannon, far or near, (rousing, even in dreams, a devilish exultation,  
and all the old mad joy, in the depths of my soul);  
And ever the hastening of infantry shifting positions — batteries, cavalry, moving hither and  
thither;  
(The falling, dying, I heed not — the wounded, dripping and red, I heed not — some to the rear  
are hobbling);

Grime, heat, rush — aid-de-camps galloping by, or on a full run; With the patter of small arms,  
the warning s-s-t of the rifles, (these in my vision I hear or see,)  
And bombs bursting in air, and at night the vari-color'd rockets.

# O CAPTAIN! MY CAPTAIN!

by Walt Whitman

1

O captain! my captain! our fearful trip is done;  
The ship has weather'd every rack, the prize we sought is won;  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring:  
But O heart! heart! heart!  
Leave you not the little spot,  
Where on the deck my captain lies,  
Fallen cold and dead.

2

O captain! my Captain! rise up and hear the bells;  
Rise up — for you the flag is flung — for you the bugle trills;  
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;  
For you they call, the swaying mass, their eager faces turning;  
O captain! dear father!  
This arm I push beneath you;  
It is some dream that on the deck,  
You've fallen cold and dead.

3

My Captain does not answer, his lips are pale and still;  
My father does not feel my arm, he has no pulse nor will;  
But the ship is anchor'd safe, its voyage closed and done;  
From fearful trip, the victor ship, comes in with object won:  
Exult, O shores, and ring, O bells!  
But I, with silent tread,  
Walk the spot my Captain lies,  
Fallen cold and dead.

<http://www.youtube.com/watch?v=vJ1MWYAJbWs>

These poems are from Walt Whitman's book *Drum Taps*, published with its sequel in 1866. The book reflects the poet's experiences and observations during the Civil War. Whitman had spent most of his adult life working as a journalist and had published his first now-famous book *Leaves of Grass* in 1855. From 1862 to 1865, however, he worked as a volunteer hospital nurse in Washington, DC, witnessing some of the war's most brutal and devastating results. *Drum Taps* includes Whitman's two poems about Abraham Lincoln, "When Lilacs Last in the Dooryard Bloom'd," considered one of the finest elegies in the English language, and the much-recited "O Captain! My Captain!"

## CONCORD HYMN

by Ralph Waldo Emerson (American, 1803-1882)

By the rude bridge that arched the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmers stood  
And fired the shot heard round the world.

The foe long since in silence slept;  
Alike the conqueror silent sleeps;  
And Time the ruined bridge has swept  
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,  
We set today a votive stone;  
That memory may their deed redeem,  
When, like our sires, our sons are gone.

Spirit, that made those heroes dare  
To die, and leave their children free,  
Bid Time and Nature gently spare  
The shaft we raise to them and thee.

Favorite Poem Video featuring "Concord Hymn" by Ralph Waldo Emerson  
Read by William Clinton, Former President of the United States, Washington, DC  
<http://www.youtube.com/watch?v=q-XViGsKwNY>

The President reads Emerson's famous hymn, which was first sung on July 4, 1837, at the completion of the monument commemorating heroes of the Revolutionary War and the battles of Lexington and Concord (April 19, 1775).

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 5

Lesson Title: War Poetry  
Unit: War

25. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Understand, through poetry, the significance of war in American and world history and in American lives.
- Create an interpretive meaning of the text.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

26. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.



- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.5 - analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;
- LA.1112.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and

sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

- LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

#### 27. Materials:

- War Poetry Handouts
- Poetry Graphic Organizer
- You Tube Capability
- *The Things They Carried* text
- Peer review Instructions and Rubrics
- Journal

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 28. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Review the discussion that explores the students' knowledge of American involvement in various wars. (5 minutes)
- Once the review is complete, have them read and discuss poems written by or about veterans. "DEATH OF THE BALL TURRET GUNNER" by Randall Jarrell, "DULCE ET DECORUM EST" by Wilfred Owen, "LYCIDAS" by John Milton (15-20 Minutes)
- Listen to the poems through You Tube. (10 minutes)
- Pass out the Graphic Organizers and have students discuss their findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10 minutes)
- Pass at Peer Review Journal Rubrics and Review one other student's Journal rewrite. (10 minutes)
- For homework read 64-72 in *The Things They Carried* text.
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 29. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Graphic Organizers will be collected during poetry assessment.
- Students will turn in their peer reviewed Journal Entry.

### 30. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars and the effects of poetry as an outlet for personal beliefs (esp. Vietnam).

## Peer Review

The goals of the peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.

**INSTRUCTIONS:** Read the paper assignment to yourself twice, once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising his/her paper. You will be evaluated on your ability to properly "peer review". See criteria on page 2. Turn this paper in with the paper that you reviewed so you can receive a grade.

The peer reviewer should sign her or his name at the end of the paper.

Things to consider while reading your peer's paper.

- Often "human beings" or "people" is a better choice than "humans."
- Titles of books and foreign words should be italicized.
- Use Arabic (1, 2, 3, . . . ) rather than Roman numerals (i, ii, iii, . . . ) for page numbers, footnotes/endnotes.
- Avoid the use of contractions (e.g. "I've" "can't").
- Do not separate a verb phrase that begins with "but" with a comma (Incorrect usage: He wanted to go to the store, but decided not to. Correct usage: He wanted to go to the store but decided not to.)
- When referring to culture or geographical region, "West" and "Western" are capitalized.
- Organization
  1. Are the basic sections (intro, thesis, conclusion, etc.) adequate? If not, what is missing?
  2. Is the thesis in the first paragraph? Does it make an argument?
  3. Does each paragraph address one issue, and relate back to the main thesis? Explain.
  4. Was the material ordered in a way that was logical, clear, and easy to follow?
- Citations
  1. Does the writer cite sources adequately and appropriately? Note any incorrect formatting.
  2. Are there enough references to other sources?
- Grammar and Style
  1. Are there any grammatical or spelling problems?
  2. Is the writer's writing style clear?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person reviewed: \_\_\_\_\_

Evaluation of Peer Review (This is how I will score your peer review comments.)

Comments on grammar/style in body of paper: 1 point

Comments on content/ideas in body of paper: 1 point

Appreciative remarks at end of paper: 1 point

Constructive criticisms at end of paper: 1 point

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 6

Lesson Title: Intro to War Poetry  
Unit: War

31. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Understand, through poetry, the significance of war in American and world history and in American lives.
- Create an interpretive meaning of the text.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

32. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.

- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);
- LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological

and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

### 33. Materials:

- War Poetry Handouts
- Poetry Graphic Organizer
- You Tube Capability
- *The Things They Carried* text
- Journal

### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

### 34. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Review the discussion that explores the students' knowledge of American involvement in various wars. (5 minutes)
- Once the review is complete, have them read and discuss poems written by or about veterans. "DIRGE FOR TWO VETERANS" by Walt Whitman, "THE VETERAN'S VISION" by Walt Whitman, "O CAPTAIN! MY CAPTAIN!" by Walt Whitman, "CONCORD HYMN" by Ralph Waldo Emerson (15-20 Minutes)
- Listen to the poems through You Tube. (10 minutes)
- Pass out the Graphic Organizers and have students discuss their findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10 minutes)
- Class discussion of discoveries during group exercise. (10-15 minutes)
- If time is allotted, read 76-91 in *The Things They Carried* text.
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

### 35. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Graphic Organizers will be collected during poetry assessment.

### 36. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars and the effects of poetry as an outlet for personal beliefs (esp. Vietnam).



Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 7

Lesson Title: "Sweetheart"  
Unit: War

37. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Create an interpretive meaning of the text.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

38. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

39. Materials:

- "Sweetheart" Analysis sheet
- *The Things They Carried* text
- Journal

ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

40. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Discussion of how words are used to describe a scene. The important of descriptive words to show the true essences of a written text. (10-15 minutes)
  - Discuss how powerful descriptive words can be:
    - He sadly walked into the room. Describe sad, rather than write the word sad. His shoulders were slumped. Tears were in his eyes. His eyes were so vacant that showed how vulnerable he is.
- In class read 92-125 in *The Things They Carried* text. (20 minutes)
- Pass out “Sweetheart ” analysis sheet. Have students work on their writings. (20 minutes)
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 41. Assessment and Assessment Criteria:

- “Sweetheart” analysis sheet will be collected at the end of the class period.

#### 42. Lesson Plan Extensions and Modification Ideas

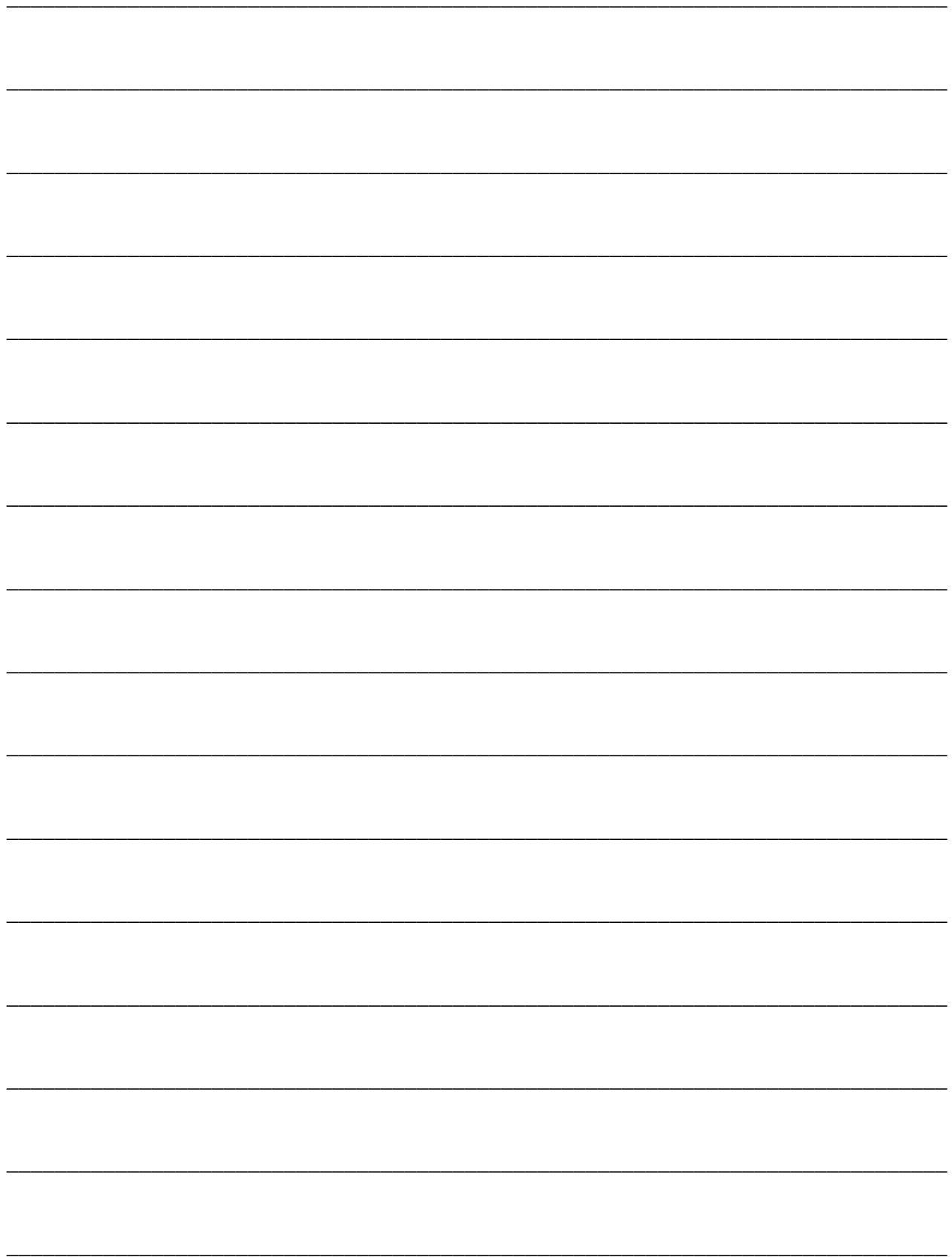
Students can take their journals home to elaborate on today’s lesson. They can further their knowledge on the topic by researching American wars (esp. Vietnam). Students are encouraged to explore the use of creative and descriptive words: Poetry, short stories, and have students look at advertisements (magazines, tv ads, or even restaurant menus tend to use very descriptive words).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Using details of her physical description, discuss O'Brien's transformation of Mary Anne in the story, "The Sweetheart of the Song Tra Bong." How do such physical details contribute to our awareness of her transformation?

### Focus on: Eyes, Voice, Clothing, and Posture

[illegible]



Teacher references:

Before	During	After
“This cute blonde – just a kid, just barely out of high school...she’s got on culottes. White culottes and this sexy pink sweater.” (90)		
“a tall, big-boned blonde ... long white legs and blue eyes and a complexion like strawberry ice cream” (93)		
“terrific legs, a bubbly personality, a happy smile”		
“seventeen-year-old doll in her g.d. culottes, perky and fresh-faced, like a cheerleader visiting the opposing team’s locker room. Her pretty blue eyes seemed to glow.” (96)	“In times of action, her face took on a sudden new composure, almost serene, the fuzzy blue eyes narrowing into a tight, intelligent face.” (98)	
	“No cosmetics, no fingernail filing. She stopped wearing jewelry, cut her hair short and wrapped it in a dark green bandana. Hygiene became a matter of small consequence.” (98)	
	“There was a new confidence in her voice, a new authority in the way she carried herself. In many ways she remained naïve and immature, still a kid, but Cleveland Heights now seemed very far away.”	
	“Her body seemed foreign somehow – too stiff in places, too firm where the softness used to be. The bubblyness was gone. When she laughed now, which was rare, it was only when something struck her as truly funny. Her voice seemed to reorganize itself	

	at a lower pitch.” (99)	
	“She wore a bush hat and filthy green fatigues; she carried the standard M-16 automatic assault rifle; her face was black with charcoal.” (102)	
	“Mary Anne’s hair was freshly shampooed. She wore a white blouse, a navy blue skirt, a pair of plain black flats. Over dinner, she kept her eyes down, poking at her food, subdued to the point of silence. Nervously, she’d look across the table at Fossie. She’d wait a moment, as if to receive some sort of clearance, then she’d bow her head and mumble out a vague word or two.” (103)	
		“Shoulders hunched, her blue eyes opaque, she seemed to disappear inside herself... M.A. just stared out at the dark green mountains. The wilderness seemed to draw her in. A haunted look, Rat said – partly terror, partly rapture.” (105)
		“a small, soft shadow among six other shadows...No real substance...Her eyes seemed to shine in the dark – not blue, though, but a bright, glowing jungle green.” (106)
		“In the background, just audible, a woman’s voice was half singing, half chanting, but the lyrics seemed to be in a foreign tongue.” (108)
		“She was barefoot. She wore her pink sweater and a white blouse and a simple cotton skirt.” (110)

		<p>“For a long while, the girl gazed down at Fossie, almost blankly, and in the candlelight her face had the composure of someone perfectly at ease with herself. IT took a few seconds, Rat said, to appreciate the full change. In part it was her eyes: utterly flat and indifferent. There was no emotion in her stare, no sense of the person behind it. But the grotesque part was her jewelry. At the girl’s throat was a necklace of human tongues.” (111)</p>
		<p>“her voice slow and impassive ... a woman’s voice rising up in a language beyond translation” (112)</p>
		<p>“All camouflaged up, her face smooth and vacant, she seemed to flow like water through the dark, like oil, without sound or center. She went barefoot.” (115)</p>



Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 8

Lesson Title: "Sweetheart"  
Unit: War

43. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Create an interpretive meaning of the text.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

44. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

45. Materials:

- "Style" Timed write sheet
- *The Things They Carried* text
- Journal

ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

46. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- In class read 125-173 in *The Things They Carried* text. (20 minutes)

- Pass out “Style” Timed write sheet. Have students work on their writings. (30 minutes)
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 47. Assessment and Assessment Criteria:

- “Style” Timed write sheet will be collected at the end of the class period.

#### 48. Lesson Plan Extensions and Modification Ideas

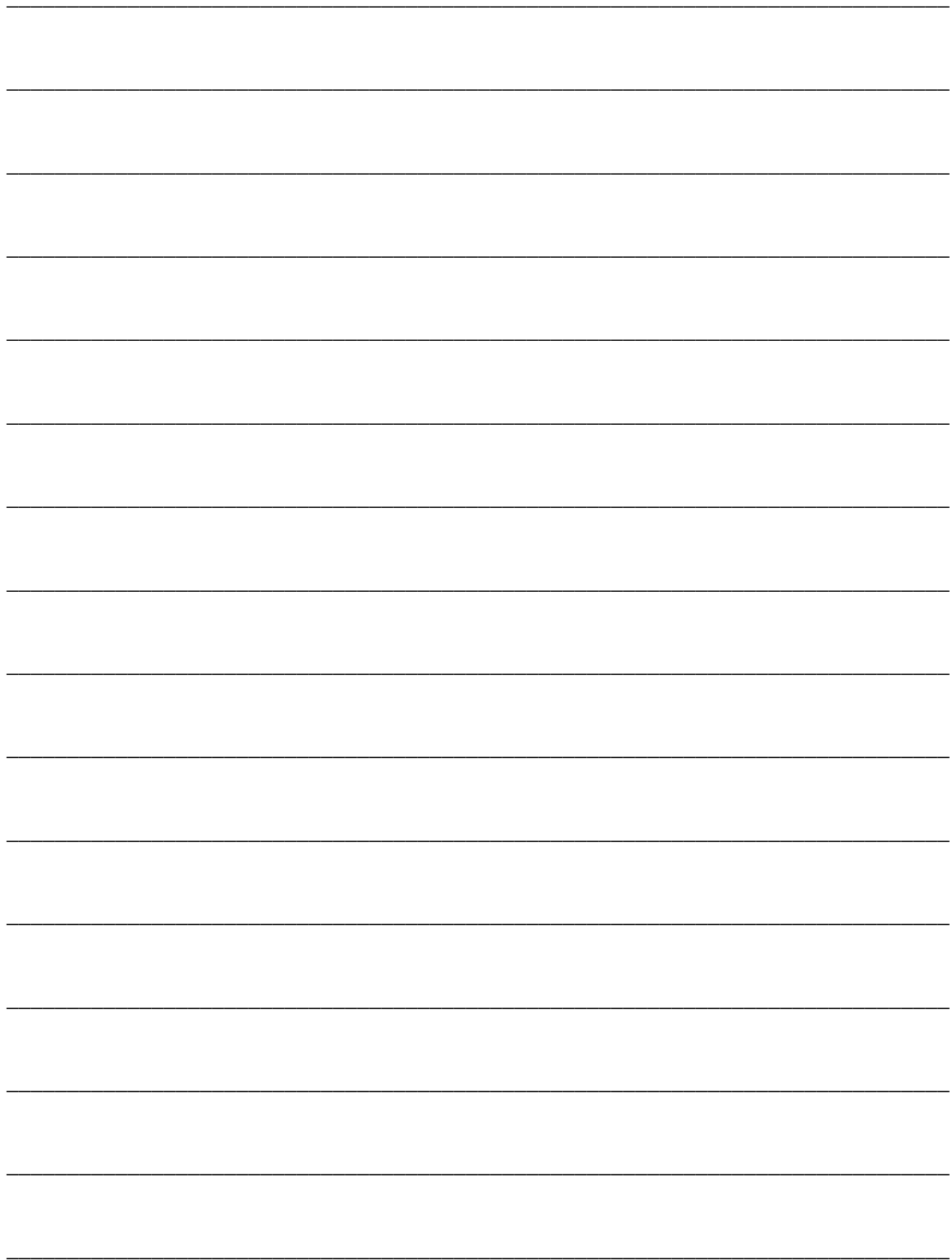
Students can take their journals home to elaborate on today’s lesson. They can further their knowledge on the topic by researching American wars (esp. Vietnam). Students are encouraged to explore the use of creative and descriptive words: Poetry, short stories, and have students look at advertisements (magazines, tv ads, or even restaurant menus tend to use very descriptive words). Explore other works that uses the resources of language to create a meaningful scene without explicit commentary.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *The Things They Carried* Timed Write

Reread the section of *The Things They Carried* entitled “Style” (page 151). Then, in a well-organized essay, discuss **how the author uses the resources of language** to create a *meaningful scene* without **explicit** commentary. Drafts/outlines on your own paper, but write final product on this paper. Attach all drafts and notes.

[illegible]



Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 9

Lesson Title: Film Analysis (*We Were Soldiers*)  
Unit: War

49. Objectives: Students will...

- Make connections between ideas in the text, film, and their own experiences.
- Make inferences about the text and film. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.
- Discuss similarities/differences between text, poems, and video.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

50. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- LA.1112.6.2.2 - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

51. Materials:

- *We Were Soldiers* You Tube clip
- Scene Analysis Framework worksheet
- *The Things They Carried* text
- Journal

ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

52. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass out Scene Analysis Framework worksheet and watch Scenes from *Full Metal Jacket*. (15-20 minutes)
- Have students discuss their scene analysis findings in small groups of 3 or 4, and attempt to come to an agreement as a group. (10 minutes)
- Have a student lead discussion with the entire class. Giving each group ample time to state their arguments. Encourage the discussion to go deeper by asking probing questions. (10-15 minutes)
  - X. Ask students why he/she feels a certain way about a topic.
  - XI. Ask them “what if...” questions to get them thinking.
  - XII. Ask a student to argue for a side they feel opposed.
- If time is allotted, have students read pages 174-204 in *The Things They Carried* text. If no time is available, have students finish through page 40 for homework.
- If time is allotted, have students respond in their journals. Paying special attention to comparing the text with the film selection. If no time is available, have students finish their journal entries for homework.

53. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Collect scene analysis worksheets.

54. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's reading. They can further their knowledge on the topic by researching American wars. Encourage students to explore films that look at American wars (esp. Vietnam).



## **SCENE ANALYSIS FRAMEWORK**

The following framework has been designed to help you analyze the film *We Were Soldiers*. After you watch the movie segments, try to answer the following questions:

### **Setting**

- Is the setting authentic or constructed? Support your answers.
- When and where does the scene take place?
- How does the director use color in the scene? Are there any colors that stand out? Support your answer.

### **Camera**

- Where is the camera in the scene? Is it moving or fixed?
- What is the effect created by moving or positioning the camera in this way?

### **Objectives**

- Describe what elements you observe in this scene.
- Are all the elements treated in the same way, i.e., does the camera focus more on some elements than on others? Why?
- What emotion does the combination of all the elements in the scene evoke?

**Characters**

- What characters are involved in the scene?
- What are the connotative and denotative meanings of their dialogue?
- Briefly describe their function in the scene.

**Mood**

- What is the general mood of the scene?
- How do color, camera angles, and movement contribute to this mood?
- What emotions does the director want to convey? In your opinion, is he successful?
- How does the music help convey the mood?

**Conclusion**

- Based on your opinion of what the scene is attempting to convey, would you eliminate any elements from this scene? Why?

**Biopoem Samples:**

Allison Nicole

Creative, intelligent, fun, responsible, self-disciplined, and enthusiastic

Sister of Meghan Darby, Melinda, Chris and Harrison

Loves to create art, make up plays and commercials, ride Daddy's Harley, and run track

Who needs the telephone, her hairbrush, macaroni and cheese, her friends and family

Who gives her MeMaw much joy, her father and mother much pride; brother and sister love

Who feels joy with her friends, creating artwork, running, watching movies and eating

Who fears going from one room to another, not doing well on tests, zits and coming in last

Who would like to own a Harley, win the 880, see her room neat and tidy, win the lottery

Who shares her secrets, her worries, and her love with MeMaw

Who is an honor roll student, a typical 13-year old, a friend to Amber, Melissa and Christy

Who is a resident of Jacksonville, Florida

Chase

Frodo

Exhausted, filthy, beaten, far from home.

He would like to see: an end to his journey, Old friends alive again,

And the garden in his house at Bag End

He fears: Capture,

Failure,

and Death.

His quest gives: a last chance,

Hope,

and purpose to others

He feels: Lost though he knows where he is,

Betrayed though his friends are loyal,

and Alone though Sam is with him.

He needs: Gandalf's counsel,

Sam's Strength,

and will need Gollum's guidance,

Traveler to Mordor,

Baggins

**Name:** \_\_\_\_\_

## The Formula:

Line 1. First Name

\_\_\_\_\_  
Line 2. Four traits that describe you (adjectives)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 3. Relative (brother, sister, daughter, son, etc.) of...

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 4. Lover of (list three things or people)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 5. Who feels \_\_\_\_\_ (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 6. Who needs \_\_\_\_\_ (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 7. Who fears \_\_\_\_\_ (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 8. Who gives \_\_\_\_\_ (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 9. Who would like to see \_\_\_\_\_ (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 10. Resident of

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Line 11. Last Name

\_\_\_\_\_

Name: \_\_\_\_\_

## BioPoem Strategy as Part of a Character Analysis for *The Things They Carried*

**Directions:** A BioPoem is a specific kind of poem that follows a specific formula. The formula you will use for this assignment is written below. You can write your BioPoem about any major character of your choice in this novel (You might want to consider Tim O'Brien, Jimmy Cross, Mitchell Sanders, Kiowa, Norman Bowker, Henry Dobbins, Bob "Rat" Kiley, or anyone else in the novel that you feel would be appropriate). Your goal in this assignment is to get to know this character better by having a chance to think about different aspects of him/her. Follow the directions step-by-step so that you maintain the formula. But, be creative in the words you choose. If there is a detail you do not know (like a last name), make up something you feel would be appropriate. Pattern your own BioPoem after the models we read in class. Fill out the form below, but create your poem on your own paper. Attach this paper to your own paper.

**Name:**\_\_\_\_\_

**The Formula:**

Line 1. First Name

\_\_\_\_\_ Pgs. \_\_\_\_\_

Line 2. Four traits that describe character (adjectives)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 3. Relative (brother, sister, daughter, son, etc.) of...

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 4. Lover of (list three things or people)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 5. Who feels (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 6. Who needs (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 7. Who fears (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 8. Who gives (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 9. Who would like to see (three items)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 10. Resident of

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Pgs. \_\_\_\_\_

Line 11. Last Name

\_\_\_\_\_ Pgs. \_\_\_\_\_

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 10

Lesson Title: BioPoem  
Unit: War

55. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Write a bio-poem that describes important aspects of the text's character(s).
- Understand, through poetry, the significance of war in American and world history and in American lives.
- Demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
  - I. Students will gain experience and develop their written communication and grammar skills, as they choose appropriate words to fill in their bio poem.
- Take knowledge gained from one genre to apply it to another genre.
  - I. Make connections between works, self and related topics.
  - II. Determine the importance of literary effects on the reader/viewer/listener.
  - III. Compare and/or contrast information.
  - IV. Draw inferences and/or conclusions.
  - V. Determine the main idea and/or significance of events.
- Create an artistic interpretation that connects self and/or society to the selection.
- Create an interpretive meaning of the text.
- Make inferences about the text. Write inferences in their daily journal.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.



Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

56. Sunshine State Standards:

Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- LA.1112.1.6.1 - use new vocabulary that is introduced and taught directly.
- LA.1112.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text.
- LA.1112.1.6.3 - use context clues to determine meanings of unfamiliar words.
- LA.1112.1.6.4 - categorize key vocabulary and identify salient features.

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

- LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.6 - create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g. through the use of complex literary devices such as foreshadowing and flashback);
- LA.1112.2.1.7 - analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;
- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

#### 57. Materials:

- Self Biopoem Instructions / Examples
- Character Biopoem Instructions / Worksheet Format
- *The Things They Carried* text
- Peer review Instructions and Rubrics
- Journal

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 58. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- I will distribute to each student a copy of the sample and instructions for the Bio-Poem. I will also explain / discuss the Bio-Poem. I will share an original Bio-Poem on myself. As a class, we will write a Biopoem about a known person (celebrity, another teacher, friend). (10-15 minutes)
- Students will write their own Biopoem, and I will ask if anyone wants to share. (10 minutes)
- I will then pass out the Character Biopoem instructions for the students. They will first write out the describing words for their character and then put them into a poetic form (with a partner if they wish). However, they will complete their poems individually. As a class, we will discuss the character poems, having the students state where and why they feel the character can be described in their stated manner. (20 minutes)
- Pass at Peer Review Journal Rubrics and Review one other student's Journal rewrite. (10 minutes)
- If time is allotted, read (205-273)in *The Things They Carried* text.

- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework. Having students focus on the character they wrote about or write a separate Biopoem about another character.

#### 59. Assessment and Assessment Criteria:

- Observe students' participation and ability to work in cooperative groups and in class participation.
- Biopoems will be collected the following day.
- Students will turn in their peer reviewed Journal Entry.

#### 60. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars and the effects of poetry as an outlet for personal beliefs (esp. Vietnam). Students should try writing a poem in other styles that are not so direct. By looking at authors such as Emily Dickinson, Edgar Allen Poe, or Elizabeth Barrett Browning, students will be able to see that poetry is not always so simple. Students can also write a separate Biopoem about another character from the text.

## Peer Review

The goals of the peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.

**INSTRUCTIONS:** Read the paper assignment to yourself twice, once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising his/her paper. You will be evaluated on your ability to properly "peer review". See criteria on page 2. Turn this paper in with the paper that you reviewed so you can receive a grade.

The peer reviewer should sign her or his name at the end of the paper.

Things to consider while reading your peer's paper.

- Often "human beings" or "people" is a better choice than "humans."
- Titles of books and foreign words should be italicized.
- Use Arabic (1, 2, 3, . . . ) rather than Roman numerals (i, ii, iii, . . . ) for page numbers, footnotes/endnotes.
- Avoid the use of contractions (e.g. "I've" "can't").
- Do not separate a verb phrase that begins with "but" with a comma (Incorrect usage: He wanted to go to the store, but decided not to. Correct usage: He wanted to go to the store but decided not to.)
- When referring to culture or geographical region, "West" and "Western" are capitalized.
- Organization
  5. Are the basic sections (intro, thesis, conclusion, etc.) adequate? If not, what is missing?
  6. Is the thesis in the first paragraph? Does it make an argument?
  7. Does each paragraph address one issue, and relate back to the main thesis? Explain.
  8. Was the material ordered in a way that was logical, clear, and easy to follow?
- Citations
  3. Does the writer cite sources adequately and appropriately? Note any incorrect formatting.
  4. Are there enough references to other sources?
- Grammar and Style
  3. Are there any grammatical or spelling problems?
  4. Is the writer's writing style clear?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person reviewed: \_\_\_\_\_

Evaluation of Peer Review (This is how I will score your peer review comments.)

Comments on grammar/style in body of paper: 1 point

Comments on content/ideas in body of paper: 1 point

Appreciative remarks at end of paper: 1 point

Constructive criticisms at end of paper: 1 point

**Essay on *The Things They Carried*** (based on a lesson by Victoria Reynolds CSU)

*The Things They Carried* by Tim O'Brien deal with the Vietnam War, but they also contain many compelling issues about the human condition unchanged by the 30 years since that conflict. For instance, we have looked at many wars that America has been involved. We have used multiple venues to explore war, such as poetry, film, internet sites, and O'Brien's text. For your unit assessment, you will create an essay in which you draw from these sources. Students will find some issue, conflict, theme, or motif that interests them. This paper should not simply restate what we have studied; students should draw an opinion and be able to properly relate their interpretation in the form of an essay. Students should construct an argument for their particular point of view. Below are several topic choices for you to consider; if students have another topic in mind, please discuss it with the teacher before proceeding. Your essay should refer to and quote from all of the sources reviewed in class (poetry, text, critically reviewed internet sources, and film).

Topics:

1. In "The Things They Carried," O'Brien writes that "Men killed, and died, because they were embarrassed not to" (21). Find three characters from the assigned stories and explain how their actions, attitudes, and beliefs reflect O'Brien's point of view in regards to such issues as masculinity, cowardice, and courage. What are your conclusions regarding the issues O'Brien raises? Use multiple examples from all sources.
2. Why is it so hard to "tell a true war story"? Write an essay in which you examine the use of imagination and invention, and the difficulties posed by wartime conditions on truth-telling.

3. Throughout the unit, juxtaposes images of great beauty with images of great horror, especially seen in many of the films we have viewed. Write an essay in which you trace the use of such contrasting images across the many sources we have seen. What do these contrasting images say about the experiences in Vietnam or in War?
4. We have learned that soldiers deal with the uncertainty, fear, and death around them in sometimes surprisingly tender, irreverently funny, or horrifyingly brutal ways. Choose three significantly different ways that we have seen soldiers deal with the effects of war. Examine how the characters respond to their circumstances and the men around them. What conclusions can you draw about soldiers and war through these examples?
5. People are usually profoundly changed by their experiences in war. Choose three characters from our studies and examine how these characters were changed by their experiences. What conclusions can you draw from these examples about the effects of war on the human spirit?

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 11

Lesson Title: Pre-Essay  
Unit: War

61. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Make inferences to the text they read.
- Demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
- Take knowledge gained from one genre to apply it to another genre.
- VI. Make connections between works, self and related topics.
- VII. Determine the importance of literary effects on the reader/viewer/listener.
- VIII. Compare and/or contrast information.
- IX. Draw inferences and/or conclusions.
- X. Determine the main idea and/or significance of events.
- Create an interpretive meaning of the text.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

62. Sunshine State Standards:



Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
- LA.1112.1.7.4 - identify cause-and-effect relationships in text.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.2 - use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

63. Materials:

- Final Essay Hand out
- Pre-essay worksheet
- *The Things They Carried* text

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 64. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Students should immediately turn in their BioPoem on themselves and BioPoem on their character.
- Pass out and discuss with students their final essay. (20 minutes)
- Pass out and discuss Pre-Essay worksheet (30 Minutes)

#### 65. Assessment and Assessment Criteria:

- Students will turn in their pre-essay worksheet the following day.

#### 66. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars (esp. Vietnam). Students should complete their pre-essay worksheet.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Pre-Essay Exercise

Answer ALL these questions as completely as possible on your own; find examples from the text to support your ideas. Later you will discuss your answers in small groups and prepare to share your discussion with the class. Take careful notes on the work of other groups, as you may discover some useful insights for your own text-based essay.

#### Actors/Characters

- Choose 5 of the most important characters from the book. Choose one key action for each of those characters. What does that action tell you about the kind of person he or she is?
- What do Elroy Berdahl and Kiowa have in common? What roles do they play in relation to the other characters?
- O'Brien provides only a few female characters in the book. List them and describe their role or purpose in the narrative. What conclusions can you draw based on the evidence you discover?

#### Agency/How

- How are the conditions different for soldiers fighting in the Vietnam War vs the conditions for those fighting the Iraq War? How might these differing conditions increase or decrease the sense of isolation, alienation, and loneliness for the soldiers?
- How did Ted Lavendar, Curt Lemon, the VietCong soldier, and Kiowa die? What do their deaths have in common? How does Linda's death fit in?

- Describe the range of reactions the soldiers exhibit to their experiences. How do they cope with these experiences?

#### Act/What

- Describe 3 actions that led to deadly consequences and explain how the characters involved were affected by those actions.
- Lt. Cross burns Martha's letters & photos at the end of "The Things They Carried." What could Martha symbolize, and therefore what could Lt. Cross's action mean?
- What do Tim's actions demonstrate about his personality over the course of the book? Based on his actions, what can you say about his character, values, beliefs?

#### Scene/Where-When:

- How does the landscape of Vietnam play a role in these stories? Give examples.
- If these stories, which take place in the late sixties, took place today, how would they be different? What has changed, especially in terms of our expectations about gender roles and the emotional lives of men?
- Find at least 4 examples of juxtaposed images of beauty and horror. What can you conclude from these examples?

## Motive/Why

- Why did O'Brien go to the Vietnam War? Why does he consider this an act of cowardice? What do you think motivates young men and women to go to war today?
- What motivates the soldiers' actions? List three actions and try to explain the motivation in each case. What is the role of masculine gender expectations in their actions?
- Why did O'Brien write this book? Why do you think he wrote it as a "work of fiction" rather than as an autobiographical work, or a memoir?

## **Debate Assessment**

To close out the unit, students will be broken in to two separate groups in order to debate favorably for the Vietnam War, and the other should be opposed to the war. Students will be given several class periods to gather information from the sources we have covered in class and outside sources. Students will be given sufficient notice of this assignment, so if they want to plan an interview, bring in a guest speaker, or show a short video clip they will have more time to prepare. Students will gather their information much as they did for their paper. They will be required to cite their critically reviewed sources and turn them in to show justification. Students are not required to turn in a written paper, but are encouraged to plan their arguments thoroughly, and be prepared to use their sources in their debate. Each side must provide specific examples and rationales to support his or her claims either in favor of or against U.S. participation in the Vietnam War. Students will be encouraged to start by summarizing the basic facts of Vietnam (who, when, why, etc.). Students will also need to consider the opposing viewpoints to the war, using images of protestors, or old newspaper headlines.

### Rubric for Debate (based on Marjean Hubar lesson plan)

An A has the following:

- Viewpoints and responses are outlined completely clearly and orderly.
- There are many reasons given to support viewpoint.
- There are many relevant supporting examples and facts given.
- Arguments made by the other teams are responded to and dealt with effectively.
- Tone of voice, use of gestures, and level of enthusiasm are convincing to audience.

An B has the following:

Viewpoints and responses are mostly clear and orderly.

There are a few reasons given to support viewpoint.

There are few relevant supporting examples and facts given.

Some effective counter arguments are made.

Tone of voice, use of gestures, and level of enthusiasm are mostly convincing to audience.

An C has the following:

Viewpoints and responses are clear and orderly in some parts but not all.

Some relevant reasons are given to support viewpoint.

There are minimal relevant supporting examples and facts given.

Minimal effective counter arguments are made.

Minimally uses tone of voice, use of gestures, and level of enthusiasm effectively.

An D or F has the following:

Viewpoints and responses are unclear and irregular in most parts.

No relevant reasons are given to support viewpoint.

There are no relevant supporting examples and facts given.

No effective counter arguments are made.

No proper use of tone of voice, use of gestures, and level of enthusiasm effectively.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 12

Lesson Title: War Poetry  
Unit: War

67. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Understand, through poetry, the significance of war in American and world history and in American lives.
  - I. Write a poem of at least ten lines.
  - II. Include at least one simile, metaphor, and alliteration.
  - III. Revise their work
  - IV. Have a peer edit their work.
  - V. Include graphics and appealing design.
- Create an interpretive meaning of the text.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

68. Sunshine State Standards:

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.



- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.5 - analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

69. Materials:

- War Poetry Assessment Handout
- Dictionaries
- Thesauruses
- Online references
- Debate Instructions

ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

70. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass out final debate instructions / rubric and discuss. Students will be encouraged to break into groups evenly, but if this cannot be done, I will assign groups and topics. (15 minutes)
- Pass out Poetry Assessment and discuss instructions. (15-20 minutes)
- Students will work on their poetry assignment using dictionaries, thesauruses, and other online sources. (20 minutes)

71. Assessment and Assessment Criteria:

- Poetry assessment and drafts will be picked up at a later date.

72. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars and the effects of poetry as an outlet for personal beliefs (esp. Vietnam).

## **Poetry Assessment**

Students will be assessed on their understanding of the poetry they read by creating a poem themselves. Students will be given the suggested topic to write about our current war in Iraq, but may venture away from this topic if they feel strongly about another topic.

Students must:

- Write a poem of at least ten lines.
- Include at least one simile, metaphor, and alliteration.
- Revise their work
- Have a peer edit their work.
- Include graphics and appealing design.
- Review Rubric to be sure everything is complete.
- Print two copies and turn them in on my desk.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 13

Lesson Title: "Find and Replace"  
Unit: War

73. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Understand, through poetry, the significance of war in American and world history and in American lives.
- VI. Write a poem of at least ten lines.
- VII. Include at least one simile, metaphor, and alliteration.
- VIII. Revise their work
- IX. Have a peer edit their work.
- X. Include graphics and appealing design.
- Create an interpretive meaning of the text.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

74. Sunshine State Standards:

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.
- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.2 - analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);
- LA.1112.2.1.3 - analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;
- LA.1112.2.1.5 - analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;

Standard: The student develops and demonstrates creative writing.

The student will:

- LA.1112.4.1.1 - write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and
- LA.1112.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

75. Materials:

- War Poetry Assessment Handout
- Completed pre-essay worksheet
- Dictionaries
- Thesauruses
- Online references
- Peer Review Instructions
- Journal
- Graphic organizer

ESOL Materials

- Word Wall

- Drawing utensils (colored pencils)
- Pictures

#### 76. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Discuss and review pre-essay worksheet. Pass out graphic organizer and discuss an outline. (15- 20 minutes)
- Discuss “Find and Replace” (Burke) for poetry drafts. Read through the poetry draft, highlighting or circling every noun used. Go back through and revise general nouns into specific nouns, as many as one can manage. Find all instances where one might use *thing* or *something*, for example, and replace with a specific word(s). (20 minutes)
- Review poetry assessment. Pass out peer review sheet. Have students read their peer’s poetry. Discuss the differences between reviewing a essay style paper and poetry. Discuss how poetry is subjective and not to mark a peers paper simply because of the poetry’s subject. (30 minutes)
  - Students will work on their poetry assignment using dictionaries, thesauruses, and other online sources.
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 77. Assessment and Assessment Criteria:

- Completed peer review sheets turned in with poetry drafts.

#### 78. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today’s lesson. They can further their knowledge on the topic by researching American wars and the effects of poetry as an outlet for personal beliefs (esp. Vietnam).

## Peer Review

The goals of the peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.

**INSTRUCTIONS:** Read the paper assignment to yourself twice, once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising his/her paper. You will be evaluated on your ability to properly "peer review". See criteria on page 2. Turn this paper in with the paper that you reviewed so you can receive a grade.

The peer reviewer should sign her or his name at the end of the paper.

Things to consider while reading your peer's paper.

- Often "human beings" or "people" is a better choice than "humans."
- Titles of books and foreign words should be italicized.
- Use Arabic (1, 2, 3, . . . ) rather than Roman numerals (i, ii, iii, . . . ) for page numbers, footnotes/endnotes.
- Avoid the use of contractions (e.g. "I've" "can't").
- Do not separate a verb phrase that begins with "but" with a comma (Incorrect usage: He wanted to go to the store, but decided not to. Correct usage: He wanted to go to the store but decided not to.)
- When referring to culture or geographical region, "West" and "Western" are capitalized.
- Organization
  9. Are the basic sections (intro, thesis, conclusion, etc.) adequate? If not, what is missing?
  10. Is the thesis in the first paragraph? Does it make an argument?
  11. Does each paragraph address one issue, and relate back to the main thesis? Explain.
  12. Was the material ordered in a way that was logical, clear, and easy to follow?
- Citations
  5. Does the writer cite sources adequately and appropriately? Note any incorrect formatting.
  6. Are there enough references to other sources?
- Grammar and Style
  5. Are there any grammatical or spelling problems?
  6. Is the writer's writing style clear?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person reviewed: \_\_\_\_\_

Evaluation of Peer Review (This is how I will score your peer review comments.)

Comments on grammar/style in body of paper: 1 point

Comments on content/ideas in body of paper: 1 point

Appreciative remarks at end of paper: 1 point

Constructive criticisms at end of paper: 1 point



Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 14

Lesson Title: Quotation Integration / In your own words  
Unit: War

79. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Properly take quotes from a text.
- Properly take information and place it in their own words.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

80. Sunshine State Standards:

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- LA.1112.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

- LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);
- LA.1112.2.1.4 - analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

#### 81. Materials:

- Quotation Integration / In Your Own Words
- *Writing Vietnam* speech by Tim O'Brien  
<http://www.stg.brown.edu/projects/WritingVietnam/obrien.html>
- Journal

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 82. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass out Quotation Integration / In Your Own Words. Discuss with students the importance of using quotes and other cited information to support their papers. In addition, to properly use cited material. (10 minutes)
- Visit the site <http://www.stg.brown.edu/projects/WritingVietnam/obrien.html> and read and listen to *Writing Vietnam* speech by Tim O'Brien. (20 minutes)
- While reading or after reading, students need to find 10 lines (quotes) from the text that hold pertinent information to the theme of the speech. Students will properly cite the quotes by giving a lead in sentence and a closing sentence to the quote. Students will also have to reword the 10 quotes in their own words. (20 minutes)
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 83. Assessment and Assessment Criteria:

- Quotes will be picked up at the end of class.

#### 84. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars (esp. Vietnam). Students are

encouraged to venture out and view other sources that reveal how to properly cite research information.

### Quotations Integration and In Your Own Words

Quotation Dos	Quotation Don'ts
<p>Do try to work quoted material into your sentence.</p> <p>At this moment, Whitney knew she was “destined for greatness”(54).</p>	<p>Don't “announce” quoted material.</p> <p>This quote shows that...</p> <p>This means that...</p> <p>On page 43 it says ...</p> <p>In chapter five the author says...</p>
<p>Do eliminate irrelevant material using an ellipsis.</p> <p><u>Original:</u> The girl, the one with very brown hair, will be delivering the speech.</p> <p><u>Modified:</u> Matt declared that “The girl...will be delivering the speech”(447).</p>	<p>Don't make quoted material its own sentence. All quotes must have <u>lead-ins</u>.</p> <p>Wrong: They were all shocked. “The windmill was in ruins”(71).</p> <p><u>At this moment, Whitney knew that</u> “she was destined for greatness” (54).</p>
<p>Do use brackets to indicate changes you made to make the sentence clear.</p> <p><u>Original:</u> He demonstrated his anger toward the city council.</p> <p><u>Modified:</u> “[Mayor George Smith] demonstrated his anger toward the city council”(33).</p>	<p>Don't use quotes to merely repeat and support plot points or just for the sake of having a quote; the quotes should support an <i>analysis</i>.</p> <p>Piggy gives him the glasses to “light the fire”(17).</p> <p>Piggy showed that others were coming by saying, “There's one!”(14).</p>
<p>Do use a colon to separate your <i>complete sentence lead-ins</i> from quoted material.</p> <p>Mollie shows her disdain for the new state of things: “She refused to learn any but the six letters which spelled her own name”(40).</p>	<p>Don't combine <i>complete sentence lead-ins</i> and <i>complete sentence quotes</i> with only a comma; it creates a comma splice.</p> <p>Jack represents malevolence and maliciousness throughout the novel, “You're talking too much...Shut up, Fatty”(18).</p>
<p>Do use a comma for brief introductions.</p> <p>As the animals recall, “there was a definite ruling against beds”(79).</p>	<p>Don't create fragments. Your quote, with its lead-in, must be a grammatically correct sentence.</p> <p><u>Wrong:</u> Terence says, “And I myself a sterling lad”(34).</p> <p><u>Right:</u> Terence calls himself “s sterling lad”(34).</p>
<p>Do remember to correctly cite quoted material. See Below...</p>	

1. **You don't have to use a quotes. Feel free to take the given information and reword it in your own words. Be sure to give credit!**
2. **Always end your exact words and non exact words with a page number.**  
"exact words" (3). Non exact words (3).
3. **If a quote ends with a question mark or exclamation point, then put that punctuation before the quotation marks, to make sure the intended emotion is retained.**  
During their phone conversation, Toby's father tries to win Toby over by saying, "I've made some mistakes . . . We all have. But that's behind us. Right, Tober?" (211).
4. **If there is a quote within the quote you are using, then use single quotation marks to set off the inner quote.**  
When Lena shows Ying-Ying around her new house, Ying-Ying complains that "the slant of the floor makes her feel as if she is 'running down'" (Tan 163).
5. **When quoting poetry, cite line numbers, not page numbers. Also, use a slash mark (/) to designate line break..**  
Angelou's call "Shine on me, sunshine / Rain on me, rain / Fall softly, dewdrops"(15-17) conveys her desire to shift away from the monotony of housework.
6. **Don't just place synonyms in the sentence and call it yours. Quote it or completely rephrase it.**  
Do not only put similar words in a sentence and take credit (12).

Think about the statement you're trying to make.

- *Use evidence from the text.*
- Explain how they prove your topic sentence/thesis statement.

Example #1:

*At first, Juliet had doubts about their future. She tells Romeo that the marriage is "too rash, too unadvised, too sudden" (645). Juliet's hesitation illustrates her impressive foresight; she is able to see the possible consequences to their hasty actions.*

Example #2:

*Terence, in an effort to counter his friend's complaint about the mournful nature of his poetry, reminds him, "There's brisker pipes than poetry"(16). His ironic suggestion to turn to liquor suggests his attitude that people look to both poetry and alcohol for the wrong reasons.*

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 15

Lesson Title: "Writing Vietnam" Short Essay  
Unit: War

85. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Write effectively on a given topic.
- Write a researched-based essay.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.
- Write personal journal entries to explore their thoughts, feelings, and experiences.
- Edit a personal journal entry to sharpen their grammar and spelling skills.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

86. Sunshine State Standards:

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

- LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Standard: The student will edit and correct the draft for standard language conventions.

- LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
- LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Standard: The student will write a final product for the intended audience.

The student will:

- LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 - sharing with others, or submitting for publication.

87. Materials:

- Quotation Integration / In Your Own Words
- Completed Quotations and reworded quotes (student work)
- *Writing Vietnam* speech by Tim O'Brien  
<http://www.stg.brown.edu/projects/WritingVietnam/obrien.html>
- Journal

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 88. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Students will immediately turn in their finished Poetry assessment.
- Visit the site <http://www.stg.brown.edu/projects/WritingVietnam/obrien.html> and read and listen to *Writing Vietnam* speech by Tim O'Brien. Review previous days lesson. (10 minutes)
- Tell students that they will spend the class writing an essay on Tim O'Brien's speech *Writing Vietnam*. From the speech and O'Brien's text, students need to write about the Vietnam war using the speech as their primary source for the writing. They are encouraged to use their quotes and summaries they gathered the day before. (30 minutes)
- Pass at Peer Review Journal Rubrics and Review one other student's Journal rewrite. (10 minutes)
- If time is allotted, have students write in their journals. If no time is left, remind them to make a journal entry for homework.

#### 89. Assessment and Assessment Criteria:

- Essays will be picked up at the end of class

#### 90. Lesson Plan Extensions and Modification Ideas

Students can take their journals home to elaborate on today's lesson. They can further their knowledge on the topic by researching American wars (esp. Vietnam). Students are encouraged to venture out and view other sources to write their essay.



## Peer Review

The goals of the peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.

**INSTRUCTIONS:** Read the paper assignment to yourself twice, once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising his/her paper. You will be evaluated on your ability to properly "peer review". See criteria on page 2. Turn this paper in with the paper that you reviewed so you can receive a grade.

The peer reviewer should sign her or his name at the end of the paper.

Things to consider while reading your peer's paper.

- Often "human beings" or "people" is a better choice than "humans."
- Titles of books and foreign words should be italicized.
- Use Arabic (1, 2, 3, . . . ) rather than Roman numerals (i, ii, iii, . . . ) for page numbers, footnotes/endnotes.
- Avoid the use of contractions (e.g. "I've" "can't").
- Do not separate a verb phrase that begins with "but" with a comma (Incorrect usage: He wanted to go to the store, but decided not to. Correct usage: He wanted to go to the store but decided not to.)
- When referring to culture or geographical region, "West" and "Western" are capitalized.
- Organization
  13. Are the basic sections (intro, thesis, conclusion, etc.) adequate? If not, what is missing?
  14. Is the thesis in the first paragraph? Does it make an argument?
  15. Does each paragraph address one issue, and relate back to the main thesis? Explain.
  16. Was the material ordered in a way that was logical, clear, and easy to follow?
- Citations
  7. Does the writer cite sources adequately and appropriately? Note any incorrect formatting.
  8. Are there enough references to other sources?
- Grammar and Style
  7. Are there any grammatical or spelling problems?
  8. Is the writer's writing style clear?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person reviewed: \_\_\_\_\_

Evaluation of Peer Review (This is how I will score your peer review comments.)

Comments on grammar/style in body of paper: 1 point

Comments on content/ideas in body of paper: 1 point

Appreciative remarks at end of paper: 1 point

Constructive criticisms at end of paper: 1 point

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 16

Lesson Title: Final Essay  
Unit: War

91. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Write effectively on a given topic.
- Write a researched-based essay.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

92. Sunshine State Standards:

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

- LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Standard: The student will edit and correct the draft for standard language conventions.

- LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
- LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Standard: The student will write a final product for the intended audience.

The student will:

- LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 - sharing with others, or submitting for publication.

93. Materials:

- Completed Graphic organizer and/or Rough-Rough drafts for Final Essay
- Peer Review Sheets

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 94. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Pass at Peer Review sheets for students to review Graphic organizer and/or Rough-Rough drafts. (20-30 minutes)
- Have students work on their essays. Roam the class making sure students are on task or to answer any questions about the essay. (20-30 minutes)

#### 95. Assessment and Assessment Criteria:

- Students will submit peer review sheets and finished Graphic organizer and/or Rough-Rough drafts

#### 96. Lesson Plan Extensions and Modification Ideas

If time allows, students are encouraged to continue their journal entries.

## Peer Review

The goals of the peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.

**INSTRUCTIONS:** Read the paper assignment to yourself twice, once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising his/her paper. You will be evaluated on your ability to properly "peer review". See criteria on page 2. Turn this paper in with the paper that you reviewed so you can receive a grade.

The peer reviewer should sign her or his name at the end of the paper.

Things to consider while reading your peer's paper.

- Often "human beings" or "people" is a better choice than "humans."
- Titles of books and foreign words should be italicized.
- Use Arabic (1, 2, 3, . . . ) rather than Roman numerals (i, ii, iii, . . . ) for page numbers, footnotes/endnotes.
- Avoid the use of contractions (e.g. "I've" "can't").
- Do not separate a verb phrase that begins with "but" with a comma (Incorrect usage: He wanted to go to the store, but decided not to. Correct usage: He wanted to go to the store but decided not to.)
- When referring to culture or geographical region, "West" and "Western" are capitalized.
- Organization
  17. Are the basic sections (intro, thesis, conclusion, etc.) adequate? If not, what is missing?
  18. Is the thesis in the first paragraph? Does it make an argument?
  19. Does each paragraph address one issue, and relate back to the main thesis? Explain.
  20. Was the material ordered in a way that was logical, clear, and easy to follow?
- Citations
  9. Does the writer cite sources adequately and appropriately? Note any incorrect formatting.
  10. Are there enough references to other sources?
- Grammar and Style
  9. Are there any grammatical or spelling problems?
  10. Is the writer's writing style clear?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person reviewed: \_\_\_\_\_

Evaluation of Peer Review (This is how I will score your peer review comments.)

Comments on grammar/style in body of paper: 1 point

Comments on content/ideas in body of paper: 1 point

Appreciative remarks at end of paper: 1 point

Constructive criticisms at end of paper: 1 point

## **Debate Assessment**

To close out the unit, students will be broken in to two separate groups in order to debate favorably for the Vietnam War, and the other should be opposed to the war. Students will be given several class periods to gather information from the sources we have covered in class and outside sources. Students will be given sufficient notice of this assignment, so if they want to plan an interview, bring in a guest speaker, or show a short video clip they will have more time to prepare. Students will gather their information much as they did for their paper. They will be required to cite their critically reviewed sources and turn them in to show justification. Students are not required to turn in a written paper, but are encouraged to plan their arguments thoroughly, and be prepared to use their sources in their debate. Each side must provide specific examples and rationales to support his or her claims either in favor of or against U.S. participation in the Vietnam War. Students will be encouraged to start by summarizing the basic facts of Vietnam (who, when, why, etc.). Students will also need to consider the opposing viewpoints to the war, using images of protestors, or old newspaper headlines.

### Rubric for Debate (based on Marjean Hubar lesson plan)

An A has the following:

- Viewpoints and responses are outlined completely clearly and orderly.
- There are many reasons given to support viewpoint.
- There are many relevant supporting examples and facts given.
- Arguments made by the other teams are responded to and dealt with effectively.
- Tone of voice, use of gestures, and level of enthusiasm are convincing to audience.



An B has the following:

Viewpoints and responses are mostly clear and orderly.

There are a few reasons given to support viewpoint.

There are few relevant supporting examples and facts given.

Some effective counter arguments are made.

Tone of voice, use of gestures, and level of enthusiasm are mostly convincing to audience.

An C has the following:

Viewpoints and responses are clear and orderly in some parts but not all.

Some relevant reasons are given to support viewpoint.

There are minimal relevant supporting examples and facts given.

Minimal effective counter arguments are made.

Minimally uses tone of voice, use of gestures, and level of enthusiasm effectively.

An D or F has the following:

Viewpoints and responses are unclear and irregular in most parts.

No relevant reasons are given to support viewpoint.

There are no relevant supporting examples and facts given.

No effective counter arguments are made.

No proper use of tone of voice, use of gestures, and level of enthusiasm effectively.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 17

Lesson Title: Final Essay & Debate Prep  
Unit: War

97. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Write effectively on a given topic.
- Write a researched-based essay.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

98. Sunshine State Standards:

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

- LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Standard: The student will edit and correct the draft for standard language conventions.

- LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
- LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Standard: The student will write a final product for the intended audience.

The student will:

- LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 - sharing with others, or submitting for publication.

99. Materials:

- Rough-Rough drafts or graphic organizers

- Final debate instructions

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 100. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Review final debate instructions / rubric and discuss. Students will be encouraged to break into groups evenly, but if this cannot be done, I will assign groups and topics. (10 minutes)
- Pass our Graphic organizer and/or Rough-Rough drafts. Allow students to work on their essays. Roam the class making sure students are on task or to answer any questions about the essay. (20-30 minutes)
- Have students spend time with their peers to prepare for the debate (20-30 minutes)

#### 101. Assessment and Assessment Criteria:

- By roaming the class, I will make sure each student is on task and preparing for their final essay and debate.

#### 102. Lesson Plan Extensions and Modification Ideas

If time allows, students are encouraged to continue their journal entries.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 18

Lesson Title: Final Essay Peer Review  
Unit: War

103. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Write effectively on a given topic.
- Write a researched-based essay.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

104. Sunshine State Standards:

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

- LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Standard: The student will edit and correct the draft for standard language conventions.

- LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
- LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Standard: The student will write a final product for the intended audience.

The student will:

- LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 - sharing with others, or submitting for publication.

105. Materials:

- Rough-Rough drafts or graphic organizers

- Peer review sheets
- Final debate instructions

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 106. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Essay Peer Review (15-20 minutes)
- Allow students to work on their essays. Roam the class making sure students are on task or to answer any questions about the essay. (30 minutes)

#### 107. Assessment and Assessment Criteria:

- Students will submit peer review sheets.

#### 108. Lesson Plan Extensions and Modification Ideas

If time allows, students are encouraged to continue their journal entries.

## Peer Review

The goals of the peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and 2) to help improve editing skills.

**INSTRUCTIONS:** Read the paper assignment to yourself twice, once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising his/her paper. You will be evaluated on your ability to properly "peer review". See criteria on page 2. Turn this paper in with the paper that you reviewed so you can receive a grade.

The peer reviewer should sign her or his name at the end of the paper.

Things to consider while reading your peer's paper.

- Often "human beings" or "people" is a better choice than "humans."
- Titles of books and foreign words should be italicized.
- Use Arabic (1, 2, 3, . . . ) rather than Roman numerals (i, ii, iii, . . . ) for page numbers, footnotes/endnotes.
- Avoid the use of contractions (e.g. "I've" "can't").
- Do not separate a verb phrase that begins with "but" with a comma (Incorrect usage: He wanted to go to the store, but decided not to. Correct usage: He wanted to go to the store but decided not to.)
- When referring to culture or geographical region, "West" and "Western" are capitalized.
- Organization
  21. Are the basic sections (intro, thesis, conclusion, etc.) adequate? If not, what is missing?
  22. Is the thesis in the first paragraph? Does it make an argument?
  23. Does each paragraph address one issue, and relate back to the main thesis? Explain.
  24. Was the material ordered in a way that was logical, clear, and easy to follow?
- Citations
  11. Does the writer cite sources adequately and appropriately? Note any incorrect formatting.
  12. Are there enough references to other sources?
- Grammar and Style
  11. Are there any grammatical or spelling problems?
  12. Is the writer's writing style clear?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Person reviewed: \_\_\_\_\_

Evaluation of Peer Review (This is how I will score your peer review comments.)

Comments on grammar/style in body of paper: 1 point

Comments on content/ideas in body of paper: 1 point

Appreciative remarks at end of paper: 1 point

Constructive criticisms at end of paper: 1 point

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 19

Lesson Title: Final Essay & Debate Prep  
Unit: War

109. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Write effectively on a given topic.
- Write a researched-based essay.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

110. Sunshine State Standards:

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- LA.1112.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- LA.1112.3.2.1 - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
- LA.1112.3.2.2 - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

- LA.1112.4.2.3 - write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Standard: The student will edit and correct the draft for standard language conventions.

- LA.1112.3.4.1 - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*);
- LA.1112.3.4.2 - capitalization, including names of academic courses and proper adjectives;
- LA.1112.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;
- LA.1112.3.4.4 - grammar and usage, including but not limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and
- LA.1112.3.4.5 - varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Standard: The student will write a final product for the intended audience.

The student will:

- LA.1112.3.5.1 - prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
- LA.1112.3.5.2 - include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and
- LA.1112.3.5.3 - sharing with others, or submitting for publication.

111. Materials:

- Rough-Rough drafts or graphic organizers

- Final debate instructions

#### ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

#### 112. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Final debate prep. Students will be encouraged to break into groups evenly, but if this cannot be done, I will assign groups and topics. Remind students to inform me of any materials they may need for their debate. (20-30 minutes)
- Allow students to work on their essays. Roam the class making sure students are on task or to answer any questions about the essay. (20-30 minutes)

#### 113. Assessment and Assessment Criteria:

- By roaming the class, I will make sure each student is on task and preparing for their final essay and debate.

#### 114. Lesson Plan Extensions and Modification Ideas

If time allows, students are encouraged to continue their journal entries. Further peer review of essays if desired.

Daniel McArthur  
Daniel Westgate

Lesson Plan  
Day 20

Lesson Title: Debate  
Unit: War

115. Objectives: Students will...

- Make connections between ideas in the text and their own experiences.
- Identify examples of strife during the Vietnam War.
- Identify examples of individuals' beliefs, wants, and needs, relating to the conflict, during the Vietnam War.
- Make inferences about the text.
- Develop a thesis statement and communicate ideas and information to an audience for the purposes of persuasion and argumentation.
- Students will be able to work in groups to discuss the pros and cons of a controversial issue.
  - I. To be able to see opposing viewpoints of an issue.
  - II. To speak, read, write, and listen in an effort to make a cohesive argument.

ESOL Objectives: Special needs students may be paired with helpful peers. Allow adequate time to complete all assignments.

Preproduction students will...

- Answer yes/no questions to confirm important aspects of the text(s).
- Use simplified language and grammar.
- Use pictures to model artistic interpretation connecting self to the text.

Early Production and Speech Emergence students will...

- Answer who, what, where questions to confirm important aspects of the text(s).
- Use modified language and grammar.
- Use role-play to model artistic interpretation connecting self to the text.

Intermediate Fluency students will...

- Answer complex questions to confirm important aspects of the text(s).
- Use revised language and grammar.
- Use pre-writing activities and revised materials to model artistic interpretation connecting self to the text.

116. Sunshine State Standards:

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

- LA.1112.2.2.3 - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- LA.1112.6.2.1 - select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
- LA.1112.6.2.2 - organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

Standard: The student effectively applies listening and speaking strategies.

- LA.1112.5.2.1 - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;
- LA.1112.5.2.2 - apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;
- LA.1112.5.2.3 - use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates one's own and others' oral presentations according to designed rubric criteria;
- LA.1112.5.2.4 - use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and
- LA.1112.5.2.5 - research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

117. Materials:

- Student requested materials
- Final debate instructions

ESOL Materials

- Word Wall
- Drawing utensils (colored pencils)
- Pictures

118. Lesson Sequence (and approximate times for each segment) (50 Minutes):

- Have a representative from each side present their argument. Then for 30 seconds at a time, have students present a topic. 30 seconds for rebuttal, 30 seconds for next topic. Teacher will act as an unbiased proctor and may need to ask questions or play devil's advocate to prod discussion.

119. Assessment and Assessment Criteria:

- Rubric based on individual and group participation.

120. Lesson Plan Extensions and Modification Ideas

Have students take notes during debate or write a reflection.